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ABSTRACT

This book of instructional activities for grades seven through eight contains Delaware's State Content Standards for English Language Arts. The standards were developed in 1985 by a committee of teachers representing all grade levels. Used as a basis for curriculum planning in school districts throughout Delaware, the standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning. While the guide was compiled to suggest ways for teachers to focus their instruction in the classroom, it may bring to mind other ways of presenting instruction based upon the objectives and expectancies which are included in the publication. The guide is divided into sections (or "strands") containing instructional activities on the subjects of: (1) listening; (2) speaking; (3) writing; (4) literature; and (5) study skills. Each section presents general objectives, specific objectives, and suggested procedures. (SG)

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State Content Standards for English Language Arts

Volume III

Instructional Activities for Effective Teaching

Grades 7-8

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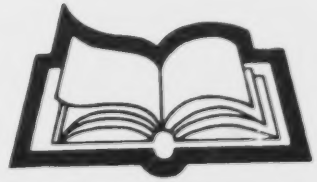

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Volume III

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Delaware Department of Public Instruction

September 1989

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The Department was pleased that many classroom teachers took time from their busy schedules to contribute ideas which were incorporated in the suggested activities.

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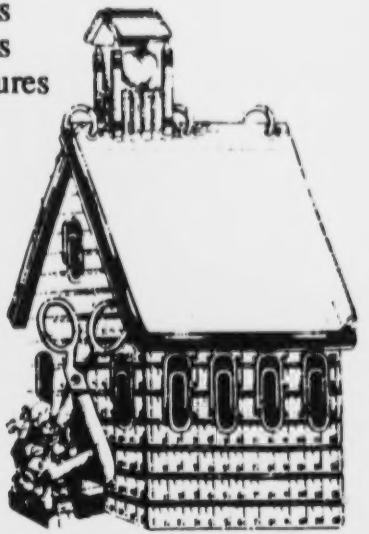
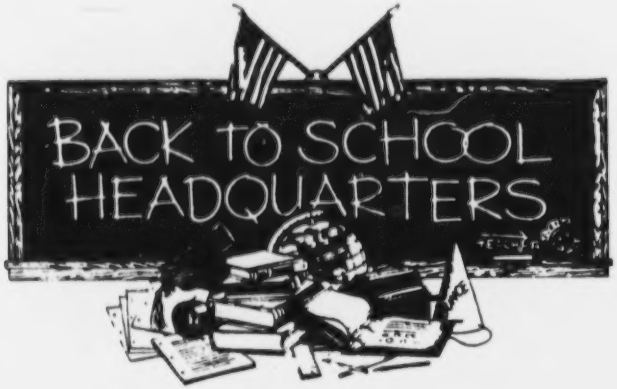


Introduction

The State Content Standards for English Language Arts were developed by a committee of teachers representing all grade levels and were introduced in 1985. Since that time they have been used as a basis for curricular planning in school districts throughout Delaware. The Standards were designed to guide instruction by setting forth program objectives for teaching and expectations for student learning.

These instructional activities which are directly related to the Content Standards have been compiled in order to suggest ways for teachers to focus their instruction in the classroom. The ideas contained within the various activities will hopefully bring to mind other ways for presenting instruction based upon the objectives and expectancies which are also included in the publication.



Instructional Activities for Effective Teaching

A. LISTENING (Grades 7 - 8)

General Objective

1.0 To interpret the content of oral presentation.

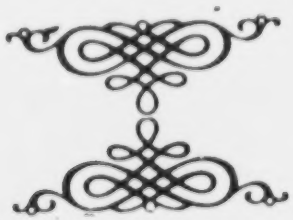
Specific Objective

1.1 Paraphrase the main idea.

Suggested Teaching Procedures

A. Explain the techniques used for finding the main idea in a passage that is read aloud.

B. Read aloud short passages and have the students select the main idea from several choices



Teacher Notes

A. Finding the main idea:

Listen for who, what, when, why or how of the subject the speaker is talking about.
Listen for cue words which introduce important ideas (first, next, finally)
Watch the speaker's facial expressions and gestures because they will change when something important is said.

B. Short passage

How much you feed a cat depends on its size, its age, and how active it is. A kitten needs three meals a day. A full grown cat eats two meals a day unless it is very active. Then it may require three meals a day. Cats like many different kinds of food. Meat and fish are their favorite foods, but some cats learn to like such foods as vegetables, crackers and nuts. Most cats like dairy products too, but they cannot grow healthy on dairy products alone. A cat should always have fresh, clean water to drink whenever it is thirsty.

C. Have the students defend their answers and offer reasons why the remaining responses are incorrect.

D. Read aloud more passages and have the students paraphrase the main idea without being offered any choices.

E. Read aloud short stories or poems and have the students make up titles for these selections.

Specific Objective

1.2 Identify supporting details.

Suggested Teaching Procedures

A. Read aloud the same passages which were used to find the main idea or read different ones.

B. Using a multiple choice format, have students answer questions which identify the supporting details.

The main idea of the passage is _____. (a) how to take care of a cat (b) how to feed a cat (c) how to raise kittens (d) different kinds of cats

Teacher Notes

B. Finding supporting details:

Kittens should be fed __D__. (a) once a day (b) five times a day (c) twice a day (d) three times a day

Most cats will eat __A, B, D__. (a) fish (b) cheese (c) bark of trees (d) meat

To grow healthy, a cat should have __C__. a) meat only (b) milk only (c) meat, fish, dairy products and water (d) anything it can catch

C. Read aloud other passages and have students explain the main idea and list supporting details.

D. Have students write a paragraph on a familiar subject (skateboarding).

E. Have the writer read his paragraph to the class.

F. Have the class write down the main idea and supporting details.

G. Have the class read their responses.

H. Allow the writer to judge the accuracy of the listener's response.

Specific Objective

1.3 Identify key words or phrases.

Suggested Teaching Procedures

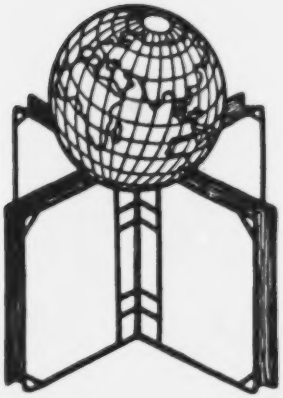
A. Read aloud a passage and have the students answer the questions who, what, where, when and how.

B. Read aloud a passage omitting key words and phrases and have the students supply possible words and phrases. When introducing this procedure, read the passage several times. As the class becomes more proficient, lessen the number of times the passage is read.

E. Have class members write the main idea.

Teacher Notes

B. Bob's mother was going to be away from home for a few days. Before she left, she reminded Bob that he had three __(jobs)__ to perform while she was away. She said, "Remember, Bob, it's your __(job)__ to be sure that the __(dog)__ is locked in the yard every __(night)__, to empty the __(garbage)__, and to keep your __(bike)__ off the driveway.



Specific Objective

1.4 Derive word meaning from context.

Suggested Teaching Procedures

A. Read aloud a passage which contains a nonsense word.

When Bob's mother returned home, the (dog) was lost, the (garbage) was running over onto the floor and Bob's father had backed the car over Bob's (bike). What had caused all these calamities? Well, it was probably due to Bob's failure to follow directions.

Learning (to) (listen) and (follow) instructions is a very important habit to develop. (Failure) (to) (listen) well to directions in school often can mean the difference between good and poor grades. (Failure) (to) (listen) to the directions for playing a game can cause the loss of pleasure in playing the game. (Failure) (to) (follow) safety procedures can result in suffering.

from: Catherine Patty, Learning to Listen, Unit 4.

Teacher Notes

A. Nonsense Word Exercise

For months I remained strong, not giving into any temptation. Finally the day came when I felt that I could splurge. After all I had lost twenty pounds; certainly I deserved a treat! Straight to the ice cream shop I marched, and with a smile filled with anticipation I said, "One Zoshloogy, please."

8. Have the students determine a definition for the nonsense word based on information found within the paragraph.

The young boy behind the counter was almost as pleased as I. "It's my pleasure, Ma'am. Hardly anybody orders a Zoshloogy because it costs $4.50."

"Money is no object, young man, I said. "Now, let's get busy creating our masterpiece!"

The boy took out a clear glass dish shaped much like a three leaf clover. Into one section he placed cookies and cream flavored ice cream; into the second section went rocky road, and peach ice cream graced the last section. Now it was my turn. I started dipping from an array of condiments - I put nuts on top the cookies and cream; I drippled hot fudge sauce down the rocky road, and on the peach ice cream I put a mound of coconut. Finally, and best of all, I took the whipped cream dispenser and sprayed a mountain of whipped cream over my creation. My eyes sparkled with pleasure.

"No cherry to top your Zoshloogy?" asked the counter boy.

"Oh, no," I said. "They are too sweet."

Answer the following questions:

What is a Zoshloogy? Describe it.
When did you have your first hint at what it was?
When were you sure you knew?

C. List for the students ways to determine meaning through context.

D. Read aloud more passages for practice using difficult words.

E. Have students make up their own nonsense words and passages, and have them read their passages to the class.

F. Have the class determine the nonsense word's meaning.

Specific Objective

1.5 Determine speaker's purpose (inform, entertain, persuade).

Suggested Teaching Procedures

A. Play recordings or deliver short speeches to the class which are clearly written to inform, entertain and/or persuade.

B. Have the students answer a questionnaire which will help them to determine the speaker's purpose.

C. Ways to determine meaning:

1. Determine the part of speech by observing the word's placement in a sentence.

2. Determine the main idea of the sentence or passage.

3. Look for clue words or phrases which help to build context.

B. Questionnaire:

What was the topic and main idea of the speech?
What types of word choices were used? (i.e. forceful: must, should, humorous, matter-of-fact)
What gestures and tone of voice were used?
Did the speaker make use of exaggeration, jokes of misinterpretations?

C. Have the students compare their reactions to the speeches.

Specific Objectives

1.6 Determine the audience to whom information is directed.

Suggested Teaching Procedures

A. On index cards write short speeches which are directed at many different audiences.

B. Have students draw a speech from the box and deliver it to the class.

C. Have the class determine the audience.

Specific Objective

1.7 Distinguish relevant from irrelevant statements.

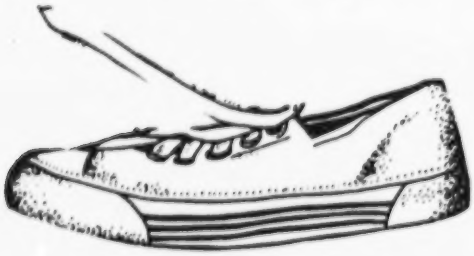
Suggested Teaching Procedures

A. Deliver a passage to the class that contains irrelevant statements.

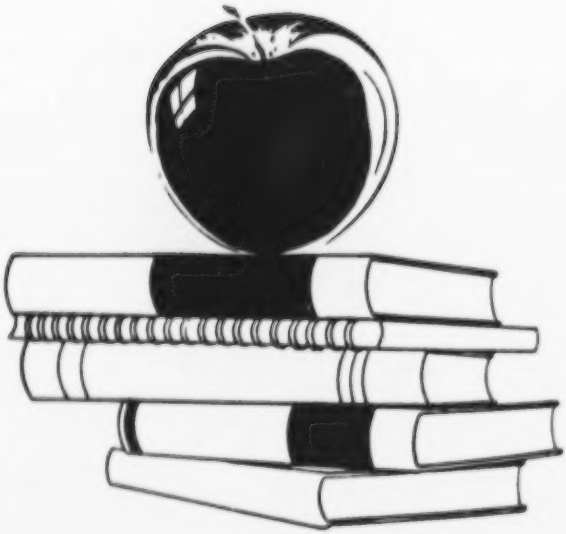
Did the listener smile, laugh, shake his/her head in agreement or disagreement?
Did the listener gain insight into something he/she didn't know before?
Did the listener feel compelled to take some action?

A. Topics for short speeches:

Reasons for not starting to smoke
How to tie shoes
How to talk to teenagers
How to keep your house plants pest free
Planning your future after graduation
Planning for life after retirement



I wasn't sure whether it was a good idea to take my little sister with me last Halloween. Instead of



trick-or-treating for candy, I was collecting money for the Orphan's Fund. My collection box had a message on it printed in big letters: Treat a Needy Orphan for Halloween. Since my little sister can't read, I don't think she got the message. (She does know the alphabet though and can count to a hundred. I think she will do well in school next year.)

I tried a large apartment house first. (The building next door was at least six stories high, was made of red brick and had nice big windows.) After I rang the first bell, I told my little sister, "Now remember. We're here to collect money for charity. Don't ask for any candy." She just nodded and smiled. (My she did look cute in her Halloween outfit. She made herself look like a gypsy using Mom's jewelry, scarf and make-up.)

A man appeared. He didn't look very happy. "Can't you kids give me a little rest? You're the tenth bunch ringing my bell." (Just last week I worked late. I tried to fix a broken dishwasher. My wife had a cold and we don't particularly like kids.")

I tried to explain that I was collecting for charity, but he got more and more impatient. Then my little sister sidled up and held one of his fingers. "I'm not an orphan," she said, "but I'd like some candy." The man looked at my little sister and smiled. "All right. Just a moment." He quickly returned with the candy for my little sister, and he put some money in my collection box.

I have decided that taking my little sister along was a good idea after all. She can't follow orders, but she can raise money.

adapted from: John E. Warrenir, English Grammar and Composition Second Course, p. 328

B. Have the students write down the main idea.

C. Have the students list the supporting details.

D. Have the students list the irrelevant statements and explain their irrelevancy.

Specific Objective

1.8 Analyze statements of fact and opinion.

Suggested Teaching Procedures

A. Explain the difference between statements of fact and opinion.

Teacher Notes

A. Fact - something known to be true.

milk comes from cows
the earth rotates

Opinion - something someone thinks or feels is true.

The speaker uses words as: I believe, in my opinion,
I feel or uses descriptive words as
beautiful, wonderful, grotesque

A sentence may contain both fact and opinion -

Japanese homes are generally simple and quite lovely -
wooden with thatched roofs, and have a garden.

Facts - Japanese homes are simple, made of wood, have
thatched roofs and a garden.

Opinion - lovely and beautiful

B. Explain the purposes of statements of opinions.

C. Have students listen to radio or TV commercials, news reports or commentary.

D. Have students write down five facts learned from the above activity.

E. Have students discuss if they are truly facts.

F. Have students label statements according to whether they are fact or opinion.

Specific Objective

1.9 State logical reasons for liking or disliking a presentation.

Suggested Teaching Procedures

A. Have students present oral reports or speeches.

B. Reasons for opinionated statements:

To Influence the listener to want to learn more about the subject
To make the talk more interesting thus holding the listener's attention
To influence the listener's judgments

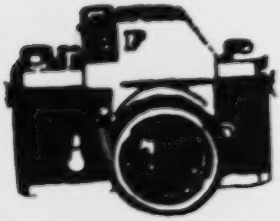
F. Fact or Opinion or Fact and Opinion:

O Children should be seen not heard.

F The piano is a musical instrument.

O, F The garden is a productive and beautiful thing.

from Catherine Patty, Learning to Listen
Unit 10



B. Prepare evaluation sheets for the classmates to complete on each speech.

C. Have the students share their reactions with one another.

General Objective

2.0 To analyze delivery techniques.

Specific Objective

2.1 Recognize effective voice qualities (pitch - volume and inflection).

Suggested Teaching Procedures

A. Write the following phrases on the board:

in anger, as a request, as a warning, as a question

B. Evaluation Sheet:

	YES	NO	EXPLAIN
1. The purpose of the speech was clear.			
2. The speaker selected a topic which suited the general interests of the group.			
3. The speaker caught the audience's attention right away.			
4. The speaker used body language.			
5. The speaker was articulate.			
6. The speaker used audio-visual aids when appropriate.			
7. The speaker appeared poised, in control yet not too formal.			

B. Repeat the following sentence using tone to denote each meaning:

Will you go to your room.

C. Explain the difference in meaning created by the high-pitched voice and the soft, calm voice.

D. Explain the use of inflection.

E. Have the students match the type of voice used to the given emotion.

F. Have students repeat phrases using different intonations. Strive for as many interpretations as possible without repetition.

C. High-pitched voice, fast rate of speed or loudness denotes anger or excitement.
Low-pitched voice, slow rate of speech and quiet tone denotes a calm, relaxed mood.

D. Inflection
A pause will catch the reader's attention.
A raised voice at the end of a statement may indicate a question.
Saying something suddenly will stir emotion.

E. Matching

Emotion	Type of Voice
1. anger (A,C,E)	a. loud
2. relaxed (B,D,F)	b. soft
3. surprised (H)	c. fast
4. calm (B,D,F)	d. slow
5. warning (H)	e. high-pitched
6. excitement (A,C,E)	f. low-pitched
7. questioning (G)	g. raised voice at the end of a sentence
	h. sudden exclamation

from Catherine Patty, Learning to Listen, Unit 16.

F. Possible phrases:

How-do-you-do?
Anything you say.
Stop the car.

Specific Objective

2.2 Identify speaker's method of getting audience appeal (humor, appeal to loyalty, emotional appeal, use of propaganda).

Suggested Teaching Procedures

A. List methods used by speakers to achieve humor.

B. List phrases used to appeal to loyalty.

C. List words and phrases which are emotionally charged.

D. Define rumor and propaganda.

E. Explain the four tests of evidence to determine if a statement is rumor, propaganda or fact.

F. Deliver speeches or play recordings of speeches for the class.

H. Have the class determine the emotions presented in the story.

A.
- Jokes
- Personal experiences
- Stories about other people
- Misquotation
- Body language

B. If you really want to feel a part . . .
Every good American . . .
Your club is counting on you to . . .

C.

love	revenge
hate	suffering
success	sympathizing

E. Tests:

- Test of time. What is the age of the evidence?
- Test of the source. Is the source really knowledgeable?
- Test of prejudice. Is the speaker one-sided in his opinion?
- Test of completeness - Is anything left out?

from Catherine Patly, Learning to Listen, Unit 11.

G. Have the students make notes of what they hear.

H. Have class compare their findings.

Specific Objective

2.3 Evaluate language choice of speaker (diction, usage and vocabulary).

Suggested Teaching Procedures

A. Deliver a speech which makes use of poor diction, incorrect usage and low-level vocabulary.

B. Have the students answer questions about the passage.

C. Deliver the same speech using good diction, correct usage, and higher level vocabulary.

D. Have the class compare the two speeches by using the questions used to evaluate the first speech.

General Objective

3.0 To understand the differences in individual speech.

Specific Objective

3.1 Identify the contributions of regional and ethnic speech to the variety and enrichment of language.

Teacher Notes

B. What was the purpose of the speech?
How did you feel toward the speaker? (Annoyed, felt sorry for him)
Did you respect what he said?

Suggested Teaching Procedures

A. Have students listen to family members, friends, TV shows and the radio.

B. Have students keep an on-going list of expressions and bring them to class.

C. Have students listen to tapes or records of as many different kinds of speech.

D. Set aside a space on a wall or bulletin board for the list.

E. Add to the list weekly along with "translations" (when necessary) and origins.

Specific Objective

3.2 Infer what the speaker feels by discerning changes in tone of voice.

Suggested Teaching Procedures

A. Write a phrase on the board.

B. Repeat the phrase using varied tones of voice.

C. Have students infer what is being said beyond the actual words.

E. Example:

Expression: "Down the road a piece"
Translation: Something is positioned or someone lives about a mile from here on this road.
Origin: Grandfather from Hagerstown, MD

Teacher Notes

A. Possible phrases:

I want steak for dinner.
Put those clothes in your room.
Pull down the blinds.
Do your homework.
from William Burp, Speaking by Doing, p. 160.

D. Establish a game in which students try to use as many tones as possible to imply different meanings to a given phrase.

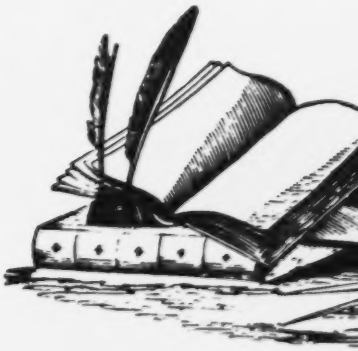
E. Use the single word "well" to mean:

- Go ahead tell me more.
- I disapprove.
- I am scolding you.
- I am amazed.

F. Have students say the single word "no" to mean:

- Really.
- That's impossible.
- I certainly will not.
- How funny that is.
- That is revolting.

G. Read a short poem to the class three different ways giving it a different meaning each time.



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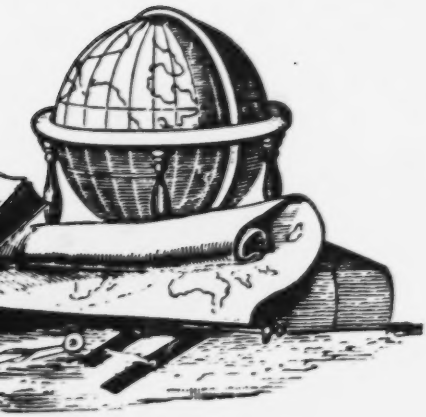


B. SPEAKING (Grades 7-8)

General Objective

1.0 To communicate ideas and experiences

Specific Objective

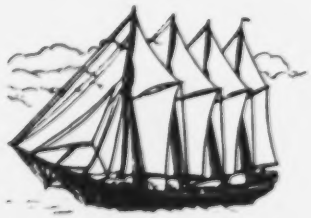
1.1 Participate in simulated interviews.

Suggested Teaching Procedures

A. Define interviewing and the importance of handling the skill well.

B. List the steps in interviewing.

C. Explain the planning stage.



es for Effective Teaching

Teacher Notes

B. Steps in interviewing

Planning the interview
Conducting the interview
Reporting the interview

C. Planning Stage

Write down the purpose of the interview in clear, precise language.
Decide the people to be interviewed.
List their names, positions and phone numbers.
Make arrangements for the interview.

Give your name.
Explain the nature of the interview.
Suggest that an appointment be made at his/her convenience.
Repeat the time and place and write them down.
Thank the interviewer.

Write down questions which you intend to ask.
Avoid questions which call for "yes" or "no" answers.
Ask one question at a time.
Develop questions in a logical sequence.

D. List points to remember.

E. Practice interview techniques with classmates.

F. Explain important points about recording the information.

G. Develop or provide an interview form.

Avoid questions which are ambiguous, too personal, argumentative or wordy.

Practice asking the questions.

D. Conducting the interview

Be punctual.
Listen carefully.
Keep eye contact.
Know when to leave.

F. Taking notes

Be prepared with a pad and pens or pencils.
Write the number of the questions you are asking.
Jot down important words or phrases.
If an unexpected question comes to mind, place a question mark to remind you to ask that question later.
If you want to quote an interviewee, ask permission first.

G. Interview Report Form

Name of interviewers
Name of interviewee
Date of interview Place of interview
Important facts
Opinions expressed
Direct quotes
General conclusions of interviewer

H. Explain the interview report to the class.

I. Have the class make a list of school or community concerns.

J. Divide the class into groups of five to seven members.

K. Have each group select a topic.

L. Have each group elect a group leader

M. Have the group leader lead the group in determining who should be interviewed and by whom.

H. Interview Report to Class

Name

1. Introduction (state purpose of the interview, the numbers of people interviewed, who they were, how or if you enjoyed the experience.) State anything interesting that happened during the interview.

2. Body - Relate important facts, opinions and quotations.

3. Conclusion - Write the major generalizations you drew from your interviews.

from William Buys, Speaking by Doing, p. 29-35

I. Possible topics

Establishment of a teen center in the community.
Ways to prevent the drug problem in our schools.
Ways teens can help the community.
Ways to make our dances more fun.
Ways to get students to take the DEAP tests more seriously.
Unfairness of school rules.
Ways to improve your school.

N. Have students report their experiences and findings to the class.

Specific Objective

1.2 Deliver an anecdote to entertain.

Suggested Teaching Procedures

A. Have students bring to class some jokes which are in anecdotal form.

or

B. Have students write an anecdote about something which caused them to be embarrassed.

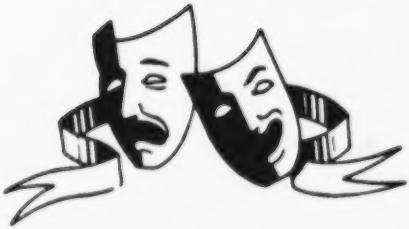
C. Explain the important steps to presenting the anecdote.

D. Plan a "Vaudeville Day".

E. Have students present their anecdotes as if on stage; includ props and costumes.

F. Have the class nominate a "Vaudeville Star."

Teacher Notes



C. Presenting an anecdote:

Speak slowly and clearly.
Don't laugh at your own joke.
Pause at the right time.
Keep your eyes on the audience.
Use body language effectively.
If they laugh before you finish, don't
start talking again until they are quiet.

Specific Objective

1.3 Present an oral report

Suggested Teaching Procedures

A. Have students read a book outside of class.

B. Have students prepare a written book review.

C. Have students transform the review to notes on 4" x 6" cards.

D. Have students practice giving their reports.

E. Have students give their reports to the class.

General Objective

2.0 To use techniques for effective communication

Specific Objective

2.1 Organize details.

Teacher Notes

B. Book review form

Give the title and author of the book.
Explain the setting.
Explain the theme.
Explain the plot briefly.
or
Explain the qualities which make a certain character unique.
Offer an opinion of the book compared to others which you have read.

D. Give students a short checklist to aid them in evaluating their classmates. Checklist would include questions which evaluate both the content and the oral presentation itself.

Suggested Teaching Procedures

A. Explain the various methods of organizing details.

B. Prepare a list of topics and have students select the best development method for each topic.

C. Have students select a topic and write a speech using one of the learned organizational patterns.

D. Have the students present the speech to the class.

E. Have the listeners determine the organizational method which was used.

Specific Objective

2.2 Emphasize the main idea.

Suggested Teaching Procedures

A. Explain ways to achieve emphasis.

Teacher Notes

A. Organizational patterns
   chronological
   spatial
   cause/effect
   reasons in order of importance

B. Topics

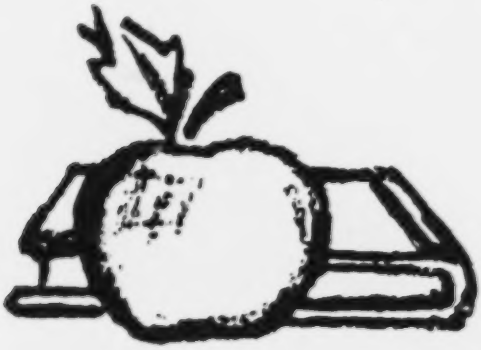
   A description of the earth's layers (spatial).
   The causes of the Great Depression (cause/effect).
   Making a plaster figure out of modeling clay and plaster of Paris (chronological).
   A discussion of why our town needs a new swimming pool (reasons, order of importance).

Teacher Notes

A. Ways to achieve emphasis:

   vary sentence patterns
   repeat key words and phrases
   save the most important point until last
   use body language to emphasize main points

B. Have students complete exercises in which they use a short sentence for emphasis.



C. Read a speech which makes good use of repetition.

D. Have the students point out the repeated words or phrases.

E. Have students write a paragraph explaining the value of sports using the pattern of least important idea to most important.

F. Deliver a short speech without body language.

G. Deliver the same speech again with body language to emphasize points.

H. Have students write and present a speech on a topic of their choice using the concepts learned for emphasis.

B. Examples

Suddenly our home was turned into a mini-hospital as everyone in the family fell victim to the debilitating flu. Dad was just wonderful. He seemed to have super-human strength and incredible patience as he took care of all of us, even though he himself was sick.

Shorten one sentence for emphasis

During an epidemic, people feel as if they are beset by the worst possible tragedy. They feel that if they can ever get healthy again, they will be perfectly happy. And at first, after the epidemic lifts, they do feel that way. Then, human nature being what it is, they gradually forget what being sick was like and begin to complain again about life's petty inconveniences.

from Cosmos F. Ferrara, Ed.D., The Composition Notebook, p. 39

Specific Objective

2.3 Present an introduction and conclusion.

Suggested Teaching Procedures

A. Explain the purpose of the introduction and conclusion.

B. List methods for writing introductions and conclusions and give examples.

C. Have students identify the methods used by analyzing examples.

D. Have the students write various styles of introductions on the same topic.

E. Explain some of the problem areas in writing introductions and conclusions.

Teacher Notes

A. The introduction

Establishes the topic.
Sets the tone.
Catches the audience's attention.
Presents the speaker's position or main idea.
May imply the organizational pattern which will be followed.
Conclusions summarize and repeat the main idea.

B. Common methods

anecdote
series of questions
shocking statement, facts or statistics
quotations
description
contrast in ideas

E. Problem areas

Introductions and conclusions should be in balance with the body of the speech.
They should not sound "tacked on."

F. Have the students embellish a speech already given by by writing a better introduction and conclusion.

or

G. Have the students write a speech with an interesting introduction and conclusion.

H. Have the students present their speeches.

I. Have listeners note the technique used and evaluate the effectiveness of the introductions and conclusions.

Specific Objective

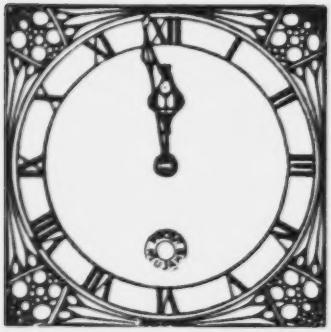
2.4 Employ appropriate volume, pitch, tone and inflection.

Suggested Teaching Procedures

A. Define the terms pitch, volume, tone and inflection

If you use an anecdote for the introduction, tie into it for the conclusion. This works for several of the techniques.

Avoid phrases as: "In this speech I will" or "I don't know a lot about this subject."



Teacher Notes

A. Pitch - relative highness or lowness of the voice at any given time. Pitch gives meaning to speech; the pitch is higher for emphasis, lower to subordinate ideas. A high pitch denotes anger, enthusiasm, excitement, the low pitch denotes calmness and control. It is important to vary pitch in order to prevent monotony.

Inflection - raising and/or lowering of the pitch level within a word or phrase. A rising inflection shows incompleteness of thought or uncertainty; it

B. Conduct practice sessions to improve volume and projection.

C. Using a dramatic selection, have students practice giving a reading while concentrating on pitch, tone and inflection.

is often used in asking a question. A falling inflection indicates completeness and definiteness and is often used in answering a question. The rising-falling inflection conveys shades and sharp differences of meaning within words.

Volume - relative strength, force or intensity with which sound is made. It is not mere loudness, however. Volume depends upon the pressure with which the air from the lungs strikes the vocal folds. To speak loudly enough to be heard in the largest auditorium, you must breathe deeply and centrally. Practice opening the mouth wider, speaking slowly and enunciate more clearly. For strong emotion more intensity is needed; to sound calm less force is needed. Projection is aiming your voice to a specific target.

tone - musical quality as to the voice's pitch. The speaker's attitude is reflected in his tone.

from Harry H. Schanker and Katherine Anne Ownanney, The Stage and the School, (New York, 1972) pp. 163-165.

B. Have students deliver speeches outdoors. Begin 200 feet away; then move closer.

or

Have students deliver a speech with interference (radio).

C. To the Wind

Lear: Blow, winds, and crack your cheeks! rage! blow!
You cataracts and hurricanoes, spout

D. Select a sentence as "Oh, that's great," and have students put different meanings to it by changing pitch and inflection.

E. Play recordings of famous speeches or dramatic selections and have students listen to the various changes in pitch, tone, vo and inflection.

F. Have students try to imitate the professional readers and tape attempts.

G. Replay student recordings for review.

H. Have students write speeches of emotional nature.

I. Have students present their speeches and record them.

J. Evaluate on voice control.

Till you have drench'd our steeples, drown'd the
cocks!
You sulphurous and thought executing fires,
Vaunt-couriers to oak-cleaving thunderbolts,
Singe my white head! And thou, all-shaking thunder,
Smite flat the thick rotundity o' the world!
Crack nature's moulds, all germens spill at once,
That make ingrateful man!

William Shakespeare

from William Buys, Speaking by Doing,
p. 158-161

lume

their

H. Brainstorm with the group before assigning any speech to be written. Make sure each student knows enough about his topic to write a speech about it. Topics dealing with school or parents are usually good choices.

Specific Objective

2.5 Adapt rate of speech to purpose.

Suggested Teaching Procedures

A. Explain the importance of rate in speaking.

B. Explain the importance of thought groups and pauses.

C. Distribute copies of dramatic selections and have students break them into thought groups.

D. Have students practice in pairs delivering the passages while concentrating on the rate of speed and use of pauses.

E. Have students listen to recordings of dramatic recordings of dramatic readings and pay attention to the rate and use of pauses.

F. Have students deliver original speeches or published speeches.

G. Evaluate on the use of rate and pauses.

Teacher Notes

A. Rate - the speed at which words are spoken. In informal conversation our rates are faster. Each person speaks at his own rate. Rate will give meaning to a speech or dramatic reading as pitch, volume, inflection and tone do. A steadily increasing rate will create a sense of excitement and tension; slowing down creates the opposite effect.

B. Group words and phrases into thought groups. Breathe after delivering a thought group. Remember that a pause can be as meaningful as a sentence.

Specific Objective

2.6 Adhere to specific time limitations.

Suggested Teaching Procedures

A. Assign an impromptu speech to the class on the subject of themselves without time limits.

B. Time the presentations so the students get a feel for how long they talked.

C. Assign a three minute speech on how to do something.

D. Allow time for practice.

Teacher Notes

A. Impromptu talk

Answer the following questions:

What is your name, age and where were you born?
What is your family structure like? (brothers, sisters, divorced)
What are your favorite and least favorite subjects in school?
What hobbies do you have?
What plans for the future have you made?

C. How to do speeches

How to fix the chain on a bike.
How to catch a fish.
How to shop with Mom for clothes and end up with what you want.
How to annoy a parent, teacher, etc.

D. Emotional topics

Junior high students are (are not) old enough to date.
Junior high students feel like the lost generation.
Our student government needs new leadership.
Drug abuse in our junior high school is a serious problem.

E. Have students deliver speeches; have a student time the speaker.

F. Assign a six minute speech on controversial topic.

G. Have students practice and later deliver their speech to the class.

H. Time the speaker; evaluate on his ability to speak within the time limitations.

General Objective

3.0 To contribute effectively to group discussions

Specific Objective

3.1 Participate in a panel discussion.

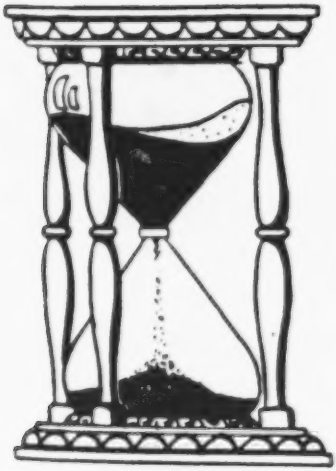
Suggested Teaching Procedures

A. Define panel discussion.

B. Have the students make a list of topics or problems to be discussed.

C. Have students select topics of interest (1-3 choices).

D. Divide the class into groups of no less than five and assign a topic of interest to each group.



Teacher Notes

B. Possible topics

Peer pressure
Problems with parents
Lack of school spirit
Concerns with certain school rules
Dangers of drug abuse

E. Have students select a chairperson.

F. Explain the role of the chairperson.

G. Explain the general questions to be answered about the selected topic and allow time for research.

H. Explain the role of the discussant and have the panel members be responsible for a thorough discussion of one of the questions.

E. Role of the Chairperson

Be informal.
Direct the group without being a dictator.
Keep the discussion moving.
If a conflict occurs between group members, resolve it.
Ask questions.
Encourage all panel members to participate.
Restate comments for clarity.
Summarize the group's findings.

G. Questions to be answered by the panel

What evidence is there that a problem exists (statistics, examples, experience, interview authorities, books)?
What specifically are the undesirable conditions that this problem is causing?
What appears to be the extent of the problem?
What appear to be the causes?
What will probably happen if the problem is not solved?

H. Role of the discussant

Be constructive.
Be courteous and aggressive.
Do not monopolize the discussion.
Stick to the topics.
Use good listening skills. Tie what the previous speaker has said to your point.
Do not become defensive or overly emotional.
Be friendly and sincere.
Be willing to compromise.

from William Buys, Speaking by Doing, p. 273-285.

I. Have the panel members prepare for other questions but less thoroughly.

J. Have each group present its discussion by having panel members (guided by chairperson) answer the questions.

K. Have the other members add information or ask additional questions.

L. Have an elected secretary take notes.

M. Have the chairperson summarize the group findings in the form of an oral report.

N. Videotape the panel discussion for review and feedback.

General Objective

4.0 To experience role-playing in creative drama

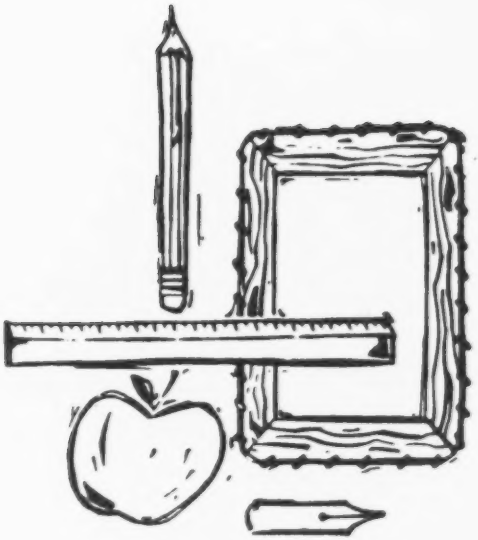
Specific Objective

4.1 Portray a character.

Suggested Teaching Procedures

A. Using a literary piece being studied or a selection previously read, have each student select a character to portray.

B. Explain what to look for in the selection.



Teacher Notes

B. Guidelines for selected readings:

Select a passage where one character speaks alone or dominates a conversation so the emphasis will be on that character.

C. Have students study their selections for thought groups in order to control pitch, inflection and volume.

D. Have students practice reading the part using various interpretations.

E. Have students deliver the selection to the class.

F. Encourage the use of simple costumes and/or props.

G. Tape the readings for feedback and review.

H. Have the class read aloud an entire play which has been studied.

I. Assign parts to students.

J. Allow time for preparation.

K. Tape the class reading.

L. Play a recording of a professional reading of the drama.

Doc. #4054
Pgs. 27 - 43

Select a passage which is emotional in nature.

Select a passage which will be understandable with a brief introduction.

Instructional Activities for Effective Teaching

C. WRITING (Grades 7- 8)

General Objective

1.0 To communicate ideas through a variety of sentence and paragraph structures

Specific Objective

1.1 List ideas pertaining to a topic.

Suggested Teaching Procedures

A. Brainstorm the class for topics.

B. Divide class into groups of three or four and assign topics.

C. Tell groups to list as many ideas about their topics as possible.

Specific Objective

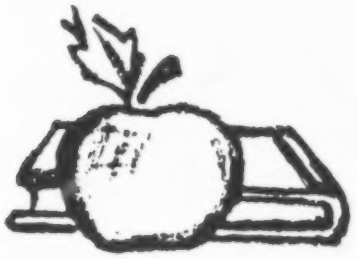
1.2 Compose an appropriate topic sentence.

Suggested Teaching Procedures

A. Have students individually write topic sentences.

B. Have students read their topic sentences aloud.

C. Have the group select the topic sentence which best fits their list of details.



Teacher Notes

B. Make sure that students are assigned topics which interest them and about which they know some information.

C. Caution students not to judge or classify information. At this point they are to write anything that comes immediately to mind.

Teacher Notes

A. Samples

1. My homework takes too much time.
2. Homework should be abolished.
3. I detest homework.

Specific Objective

1.3 Organize related ideas in a paragraph.

Suggested Teaching Procedures

A. Instruct the students to reread their details and select the details which support their topic sentence

B. Have students number the selected details according to how they will be used in their paragraphs.

C. Assign each student the task of writing a paragraph containing at least five sentences and three supporting details.

Specific Objective

1.4 Use supporting details.

Suggested Teaching Procedures

A. Have students exchange papers and examine them to assure that they contain the required number of details.

B. Return papers to owners for revision and/or rewriting.

Specific Objective

1.5 Use transitional connectives.

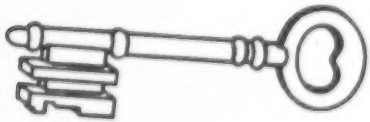
Teacher Notes

A. Have students put checks beside the details which support their topic sentence and have them cross out the details which are not appropriate.

C. Make sure students have clear instructions about the assignments. In ink? Scratch outs? Underline the the topic sentence?

Teacher Notes

A. In the beginning you may want the students to number the details in their paragraphs to assure that they have the required number.



Suggested Teaching Procedures

A. Explain transitional connectives.

B. Have students examine their paragraphs and underline the transitions.

Specific Objective

1.6 Use complex sentences.

Suggested Teaching Procedures

A. Illustrate simple, compound and complex sentences.

B. Demonstrate combining simple sentences to create complex sentences.

C. Have students check their paragraphs for sentence structure.

D. Have students use at least two complex sentences in each paragraph they write.

Teacher Notes

A. Explain the use of synonyms, use of pronouns and use of transitional words. You may want to give students a list of transitional words as a reference to keep in their notebooks.

Teacher Notes

A. Introduce the terms subordinate clause and independent clause. Have students identify each type in an exercise if necessary.

B. Samples

1. Bob has a dog. He walks it every morning.
   Bob has a dog which he walks every morning.

2. He knocked over the table. The books flew everywhere.
   When he knocked over the table, the books flew everywhere.

Specific Objective

1.7 Use an appropriate concluding sentence.

Suggested Teaching Procedures

A. Discuss concluding sentences.

B. Provide examples of paragraphs lacking concluding sentences.

C. Have students write concluding sentences for the paragraphs.

D. Have students write a concluding sentence for their paragraphs.

Specific Objective

1.8 Use parallel construction.

Suggested Teaching Procedures

A. Discuss parallel construction.

B. Take examples from student work. Put examples on transparency or type and xerox copies for distribution to class.

C. Emphasize that concluding sentences usually sum up the main idea of the paragraph.

Teacher Notes

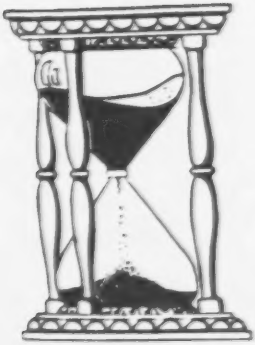
A. Use models of sentences lacking parallel structure to build discussion.

NOT PARALLEL

As a boy, my father rode (verb), hunted (verb), and a writer (noun).

PARALLEL

As a boy, my father rode (verb), hunted (verb) and wrote (verb).



B. Provide students with sentences to correct errors in parallel construction.

C. Correct and discuss answers.

D. Have students check their own paragraphs for parallel construction.

General Objective

2.0 To structure a multi-paragraph composition

Specific Objective

2.1 Select and limit a subject.

NOT PARALLEL

The minister supported (verb), advised (verb), and sympathy (noun) the bereaved widow.

PARALLEL

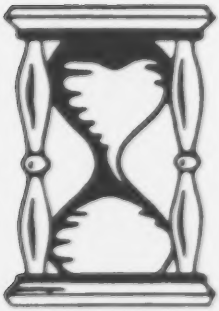
The minister supported (verb), advised (verb) and gave (verb) sympathy to the bereaved widow.

NOT PARALLEL

He spoke clearly (adverb), distinctly (adverb) and loud (adjective).

PARALLEL

He spoke clearly, distinctly and loudly.

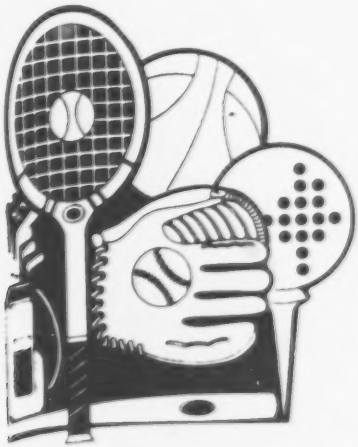


Suggested Teaching Procedures

A. Discuss the similarities between paragraphs and essays.

B. Brainstorm the class for topic suggestions.

C. Select one of their topics and demonstrate ways in which it could be narrowed.



D. Select another topic and call on individual students to suggest ways to limit the topic.

E. Divide the class into groups and assign topics for the groups to narrow.

Teacher Notes

A. Paragraph	Essay
3 to 5 sentences	3 to 5 paragraphs
topic sentence	thesis
supporting details	topic sentences
concluding statement	concluding paragraph

B. Examples school, parents, homework, tests

C.

School

↓

School sports

↓

Football

↓

An exciting game

E. Examples clothing styles, music, travel, games, careers, sports

F. Instruct students to write a statement of purpose (thesis).

G. Have students individually write a statement of purpose for the group's narrowed topic.

H. Collect the purpose statements to correct and return to students.

Specific Objective

2.2 Document ideas.

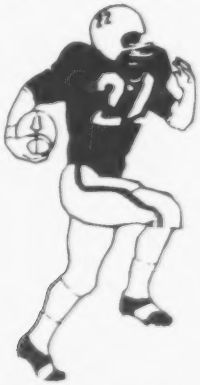
Suggested Teaching Procedures

A. Have each group decide on which purpose statement to develop.

B. Have students list ideas which support their purpose statements.

C. Discuss with students how to locate information to document their ideas.

F. The thesis statement should have a subject and a controlling attitude. It should be a one sentence summary of the essay.



Teacher Notes

A. Skillful plays and action made the football game exciting.

B. For example thesis, ask students what kinds of details would be needed to develop this into an essay.

Answer The essay would be developed by describing specific plays and perhaps by mentioning players' names.

C. For above essay, the only research students might need would be specific information from a newspaper account of the game.

NOTE: Build into writing about the literature students read in class: character skelches, plot analyses.

D. Take students to the resource center or school library (if needed) to locate information for their compositions.

E. Monitor students to make sure they do not copy word for word from resource books.

Specific Objective

2.3 Construct an informal or formal outline.

Suggested Teaching Procedures

A. Show students samples of topic and sentence outlines.

B. Discuss capitalization, punctuation, indentation lettering, numbering and parallel structure.

Teacher Notes

A. Outline format

I. Main topic
   A. Subtopic
   B. Subtopic
II. Main topic
   A. Subtopic
   B. Subtopic
III. Main topic
   A. Subtopic
      1. Division of subtopic
      2. Division of subtopic
   B. Subtopic
   C. Subtopic

C. Provide students with a list of topics for them to arrange correctly in outline form.

D. Correct and discuss in class.

E. Have students write an outline for all essays they are assigned.

Specific Objective

2.4 Compose a first draft.

Suggested Teaching Procedures

A. Have students write their first drafts in class.

B. Collect first drafts and return to students with written comments.

C. Have students read the following list and decide which ones are main topics and which are subtopics. Then have students arrange the topics in outline form.

The formation of clouds	Distribute solar heat
The types of clouds	Air cools
High clouds	Water condenses
Low clouds	Middle clouds
The importance of clouds	Distribute water

Exercise C taken from Tina Thoburn et al. Macmillan English, p. 243.

Teacher Notes

A. Have students write first drafts in accordance with their outlines.

B. NOTE: Be sure students write first drafts by going through this step, or have students write first drafts entirely in class and carefully monitor their work.

Specific Objective

2.5 Review and revise the first draft for mechanical, structural, and grammatical and content errors.

Suggested Teaching Procedures

A. Have students rewrite their first drafts using teacher comments as a guide.

B. Have students exchange papers and correct each others.

Specific Objective

2.6 Use original wording.

Suggested Teaching Procedures

A. Select a passage for the students to rewrite in their own words.

Teacher Notes

A. Do not edit student writing. Instead, tell students what kind and even how many errors are in the first draft. One way to do this is to put a check for each error in the margin of the line where the error occurs. Then the student will have to locate and identify the error and make corrections. With slower students you may have to begin by telling them the specific kind of error the line contains.

Teacher Notes

A. 1. Have students begin by reading the passage completely.

2. Have students reread the passage underlining the details they might want to include in an essay on a given topic.

3. Have students write these details in their own words.

NOTE: When students answer essay questions on literature they are reading, insist that they use their own words.

B. Collect student "rewrites" and select one or two to copy and distribute to class.

C. Discuss the positive and negative feature of the writing samples.

D. Discuss how samples could be improved.

E. Select another passage for students to rewrite in their own words.

F. Collect and correct.

G. Have students check their own work to assure that they have used original wording.

Specific Objective

2.7 Give credit for resources if used.

Suggested Teaching Procedures

A. Discuss the importance of giving credit for resources used.

B. Show students samples of footnotes and bibliographies.

C. Instruct students on the purpose of footnotes and bibliographical notations.

Teacher Notes

A. Introduce the word plagiarism and discuss the penalties for plagiarism.

B. Locate the samples of footnote and bibliographical notations which your text (or school) uses. Give the students models to keep in their notebooks as a reference.

NOTE: Make sure to show students the same notation in footnote and bibliographical format. Explain why both are needed.

D. Instruct students to check with the teacher to make sure that they have correctly given credit for resources used.

General Objective

3.0 To compose social and business letters.

3.1 Use correct form in various types of letters.

Suggested Teaching Procedures

A. Discuss the different types of social letters.

B. Show the students models of correctly written social letters to illustrate the format and type.

C. Discuss the parts of a social letter (i.e. heading, salutation, body, closing and signature).

D. Have the students write several types of social letters.

E. Discuss the different reasons for writing a business letter.

F. Show samples of business letters and point out the differences and similarities between business letters and social letters (i.e. format and language).

Specific Objective

Teacher Notes

A. Besides friendly letters, mention sympathy letters, letters of invitation, thank you letters.

B. Use your grammar and/or writing textbook for models to use or locate samples from other sources including letters written by students, if possible.

E. Example reasons complaint letters, letters requesting information, ordering or returning items.

G. Discuss the parts of a business letter.

H. Assign the task of writing a business letter.

Specific Objective

3.2 Use language appropriate to the reader and situation.

Suggestesd Teaching Procedures

A. Discuss the importance of using language appropriate to the reader and situation.

B. Have students write a description of someone to two different audiences.

C. Have them list three specific differences in word choices in the paragraphs.

D. Have students reread their business and social letters and select words or phrases from each letter that are appropriate to the purpose of the letters.

G. Besides all the parts a friendly letter contains, the business letter contains an inside address.

H. Give the students specific details before asking them to write the letter. Include in your details the business address and the specific purpose for writing the letter.

Teacher Notes

B. You could have students write a description of an imaginary new student in his or her school. One description could be written in a note to a friend.

The second description could be written to the student's grandmother, teacher, or principal. Have the students include at least three of the same facts about the student in both descriptions.

NOTE: Select the best of the student work to put on a transparency for future use.

General Objective

4.0 To prepare messages

Specific Objective

4.1 Identify clearly recorded messages.

Suggested Teaching Procedures

A. Prepare three different versions of a written message: one correctly written and two incorrectly written.

B. Distribute copies of all three messages to each student.

C. Dictate the contents of the message to the class.

D. Have students identify the correctly recorded message and circle the incorrect parts on the incorrect message.

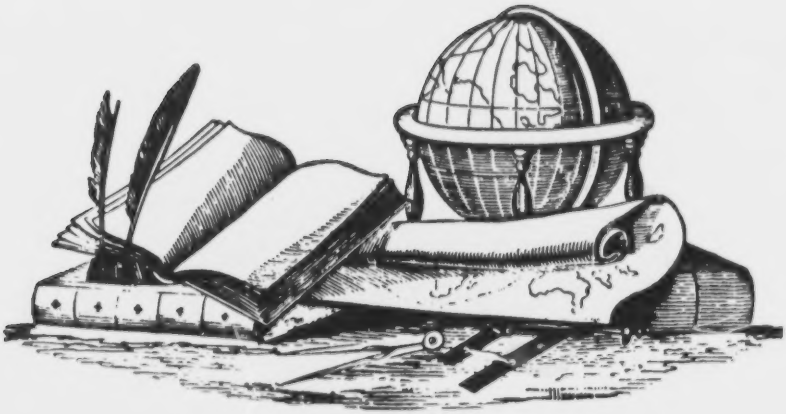
Specific Objective

4.2 Document a message.

Suggested Teaching Procedures

A. Dictate a message to the class.

B. Have the students write the message they heard.



Teacher Notes

C. Collect student messages.

OR

A. Provide students with written information which they rewrite in message form.

B. Collect and correct student messages.

General Objective

5.0 To complete commonly used forms

Specific Objective

5.1 Prepare an order form.

Suggested Teaching Procedures

A. Provide each student with blank order forms.

C. Read the following message (only once) to the students.

> Hello, this is Joan Smith at Dr. Howard's office. I'm calling to ask Mr. Jones if he will please come in at 3:15 tomorrow rather than 4:15 as scheduled. Please have him call this office if this doesn't suit him. Our number is 856-4102.

Sample message

> Hi, this is Mary Johnson. Is Mr. Green there? Could you give him a message please? I've been having a problem with my television. I'd like to know know if a repairman could come tomorrow and look at it. Someone will be here all day until 3:00. Could you please have someone call me at 437-0195 to let me know if this is possible? Thank you very much.

Teacher Notes

5.1 and 5.2 and 5..3

A. Find copies of order forms to copy. Several different kinds are desirable.

B. Discuss the parts of the order form and the importance of following the directions on the form.

C. Provide students with a list of items they are to order on the form.

D. Have students prepare the order form.

Specific Objective

5.2 Fill out an employment application.

Suggested Teaching Procedures

A. Distribute employment applications to class.

B. Explain the parts of the employment application.

C. Emphasize the importance of filling out the application completely and according to the directions.

Specific Objective

5.3 Apply for a Social Security number.

Suggested Teaching Procedures

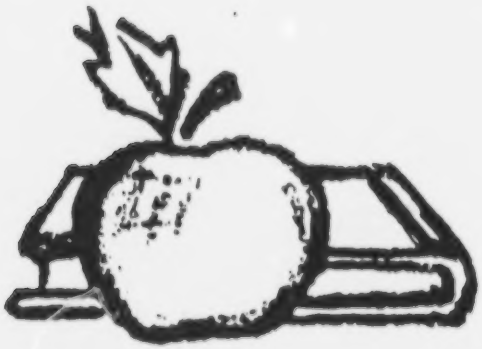
A. Provide a blank Social Security form for each student.

B. Have students fill out form completely and correctly.

C. Collect forms and correct them.

C. For this activity all students should have the same form.

D. Repeat the activity as many times as possible.



Teacher Notes

A. Explain the purpose for and the historical background of the Social Security number.

General Objective

6.0 To use appropriate language

Specific Objective

6.1 Identify and use levels of language (formal, informal, colloquial, slang).

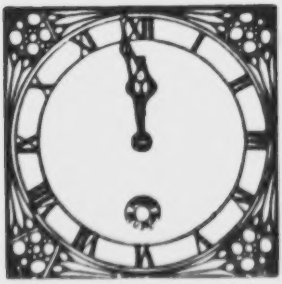
Suggested Teaching Procedures

A. Provide a sample sentence of two written in formal, informal, colloquial and/or slang.

B. Define the above levels of language.

C. Discuss in what situations the levels of language would be used.

D. Distribute sentences in which the students identify the level of language.



Teacher Notes

A. Give an example of the two extremes.

Slang My old man didn't give me any dough so I can't buy juice for the wheels.

Formal My father neglected to give me my allowance so I cannot purchase gasoline for the automobile.

Have students select specific words that indicate that sentence Number 1 is slang.

Ask students to name specific situations and/or occasions when either (or both) of these styles is acceptable.

E. Provide students with a group of sentences in formal style which they rewrite in informal style.

F. Correct and discuss responses in class.

Specific Objective

6.2 Correct sentences containing misplaced modifiers.

Suggested Teaching Procedures

A. Provide students with an exercise giving them practice in correcting misplaced modifiers.

B. Discuss each sentence with the student pointing out how the sentence should be corrected.

C. Distribute a second exercise for the students to do independently.

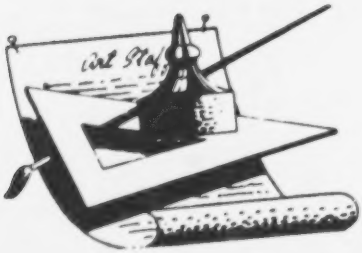
D. Correct and discuss responses.

Specific Objective

6.3 Use a dictionary to select appropriate word meaning.

Suggested Teaching Procedures

A. Provide students with examples of words with multiple meanings.



Teachers Notes

A. Examples of misplaced modifiers

1. Containing money, the robbers held up banks.
2. Passengers saw buffalo riding through the West.
3. Men worked for a taxi company who liked to drive.

Teacher Notes

A. Example

Scale - 1. a series of musical tones ascending or descending in pitch; 2. a device for weighing objects or people; 3. to climb; 4. a small, thin, flat, plate-like covering on certain animals like fish.

B. Discuss how to select the appropriate meaning from a dictionary.

C. Give students a group of sentences containing an underlined word which they must look up and for which they must select the appropriate meaning.

General Objective

7.0 To use punctuation

Specific Objectives

7.1 Use commas correctly in compound sentences, appositives parenthetical expressions, introductory clauses and phrases, salutations, and closings of letters.

Suggested Teaching Procedures

A. Instruct on the uses of the comma listed above.

B. Explain that appropriate word meanings depend on context.

Examples

1. His music teacher made him practice the scale ten times.
2. Put the vegetables on the scale and weigh them.
3. They wanted to scale the highest mountain in North America.
4. Make sure to get every scale off that fish please.

C. Examples

1. I hope the group acts in concert with the proposal.
2. We had such high electric bills that we asked for someone to come and check the meter.

Have students look up the underlined words and select the appropriate meaning and write it down.

Teacher Notes

Compound sentence

1. Mark earned a scholarship, and his mother gave a party to celebrate.

B. Give the students frequent practice in the above uses of the coma.

C. Require that students observe the correct use of commas in their personal writing (i.e. journals, diaries, paragraphs).

D. Reinforce and review instruction with exercises attacking each comma use separately.

Specific Objective

7.2 Use apostrophes in possessives.

Suggested Teaching Procedures

A. Instruct the use of apostrophes in possessives.

B. Provide exercises for student practice.

Appositive

2. As a child she attended Tatnall, a private school.

Parenthetical expression

3. I think, by the way, that it's time to do your homework.

Introductory phrases and clauses

4. After the dance ended, we went for something to eat.
5. Salutations and closings of social letters

Dear Jim,

Sincerely,

Barbara

Teacher Notes

B. 1. Have students identify singular, singular possessive, plural, and plural possessive in a word list.
2. Give students sentences having underlined words for which they write the correct possessive form.

C. Discuss student responses in class.

Specific Objective

7.3 Use quotation marks for direct quotations and appropriate titles.

Suggested Teaching Procedures

A. Instruct students in the use of quotation marks in direct quotations.

B. Provide students with exercises practicing this skill.

C. Instruct in the use of quotation marks in appropriate titles.

D. Provide exercises for the class to use quotation marks correctly in sentences in which quotation marks have been omitted.

E. Correct and discuss responses in class.

General Objective

8.0 To use capitalization

Specific Objective

8.1 Capitalize names of events, buildings and historic periods.

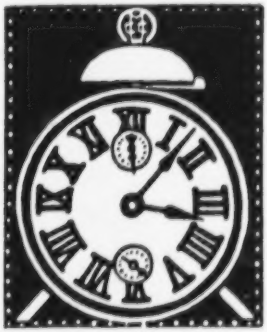
Teacher Notes

B. 1. Have students rewrite indirect quotes making them direct quotations.
   2. Have students write an imaginary dialogue between two characters from a literary work they have read.
   3. Give students a group of sentences containing missing quotation marks. Have student add the quotation marks.

C. NOTE: Instruct in the use of quotation marks for short stories, poems, songs, and the chapters of books.

Suggested Teaching Procedures

A. Instruct students in the use of capitalization of events, buildings and historic periods.



B. In sentences containing no capital letters, have student correct errors.

C. Correct and discuss answers in class.

Specific Objective

B.2 Capitalize specific geographic items (mountain, seas, bay, continent).

Suggested Teaching Procedures

A. Instruct students to capitalize specific geographic items.

Teacher Notes

A. Review capitalization rules which students have already have been taught.

Examples

1. Names of events

The band will march in the New Year's Day Parade.

2. Periods of time

It's exciting to be living in the Space Age.

3. Buildings

The President lives in the White House on Pennsylvania Avenue.

Teacher Notes

Examples

Atlantic Ocean

B. In sentences having no capital letters, have students correct the errors.

C. Correct and discuss answers in class.

General Objective

9.0 To spell words correctly

Specific Objective

9.1 Distinguish between commonly confused homonyms.

Suggested Teaching Procedures

A. Provide students with a list of commonly confused homonyms for them to study.

B. Give students exercises containing sentences with blanks for which they have to supply the correct answer.

C. Dictate sentences in which students must supply the correct word.

D. Correct and discuss responses in class.

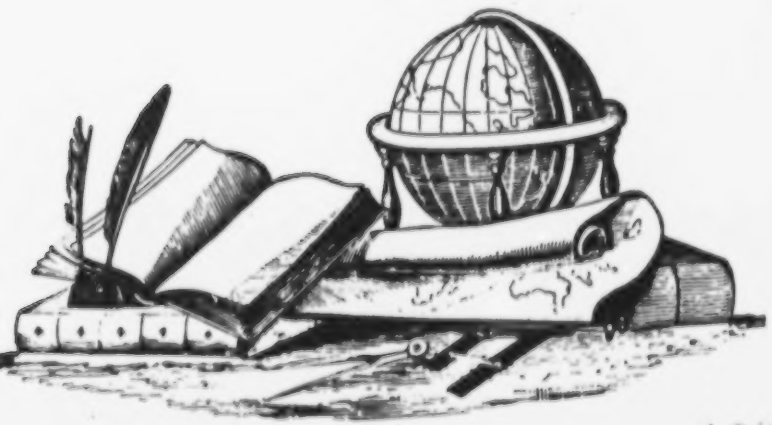
Specific Objective

9.2 Recognize and correct misspelled words in context.

North Pole
Wild West
Asia
Baltic Sea
Chesapeake Bay

Teacher Notes

A. their, they're, there, rain, reign, wares, wears, straight, strait, weather, whether, where, wear your, you're, capital, capitol, to, too, two patients, patience



Suggested Teaching Procedures

A. Provide students with exercises containing misspelled words for them to locate and spell correctly.

B. Have students proofread their own writing for spelling errors.

C. Have students proofread the work of their classmates.

Specific Objective

9.3 Use a dictionary to check misspelled words.

Suggested Teaching Procedures

A. Once students have identified misspelled words, have them use a dictionary to correct the spelling.

B. Provide students with an exercise containing misspelled words.

C. Have students correct the misspelled words.

D. Correct in class.

Teacher Notes

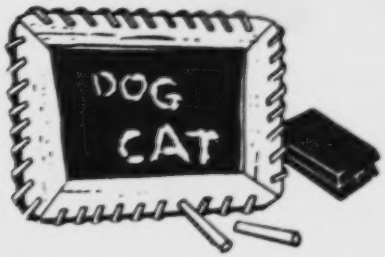
Examples: (Sentences in which to find errors and correct them.)

1. The students brought they're books to class.
2. I don't know weather I can go.
3. I don't have patients with people who are dishonest.

Teacher Notes

A. Do not spell words for students. Instead have them use the dictionary to correct their spelling errors.

B. Select words which are frequently misspelled so that students will have to use the dictionary to check their answers.



D. LITERATURE (Grades 7-8)

General Objective

1.0 To recognize selected literary elements

Specific Objectives

1.1 Identify point of view, setting and theme.

Suggested Teaching Procedures

A. Define point of view.

B. Explain the various kinds with examples.

or Effective Teaching

Teacher Notes

A. - Point of view - the vantage point from which the author tells the story, i.e. the narrator or storyteller.

B. Three most common types

1. Third-person omniscient - story is told from the point of view of the author. Author may relate actions, comment on behavior, go inside the minds of the characters and reveal what they are feeling.

Example

Dark woods stood all about the old Hilton farmhouse, down the hill, westward, where lay the shadowy fields which John Hilton, and his father before him, had cleared and tilled with much toil . . . As he (John) moved his head in and out of the shadows . . . one could see his good face, rough and somewhat unkempt . . . he had just come from the lower field as cheerful as a boy, proud of having finished the planting of his potatoes.

from "The Hillon's Holiday," Sarah Ann Jewell

C. Explain the importance of understanding the point of view.

2. Third-person limited - the story is told in the third person (he or she), the narrator is an outsider who sees into the mind of one of the characters.

Example

He thought of the easy certainty with which he'd caught the ball before his second try; casually, almost arrogantly he had taken it on the tips of his fingers, on his full burst for the line, breakin the fullback's tackle. Nobody could have stopped him. But watching his father's weaknesses he felt humble and ashamed, as if the morning's game, its urgency and effort, was not worth talking about. His father's face, fine-skinned and pallied, carried a dark stubble of a beard.

from "Shaving", Leslie Norris

3. First person - one of the characters minor or major tells the story from his/her point of view.

Example

The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyronne and Terry, were swinging so high out of sight we forgot we were waitin' our turn on the tire.

from "Blues Ain't No Mockin Bird"
Toni Cade Bambara

D. Assign short passages for analysis.

E. Have students identify the point of view in assigned readings.

F. Have students relell one of the stories in one or two pages in the language and style of an eight or nine-year old child. Read aloud and analyze for most admirable qualities.

G. Have students rewrite a newspaper article from another point of view.

H. Define setting.

I had called upon my friend, Mr. Sherlock Holmes, one day in the autumn of last year, and found him in deep conversation with a very stout, florid-faced, elderly gentleman, with fiery red hair. With an apology for my intrusion, I was about to withdraw, when Holmes pulled me abruptly into the room and closed the door behind me.

"The Red-Headed League,"
Sir Arthur Conan Doyle

D. Questions

1. How does the narrator refer to himself?

2. Who seems to be the dominant character?

3. What point of view is used in this story? Give reasons for your answers.

from James Russell and Casmos F. Ferrara,
The Fiction Notebook, p. 55.
Sheryl Hinman, Tools of Fiction. p. 92.

Setting - the time and place where a story takes place, as well as its mood and atmosphere. Setting may be stated or implied.

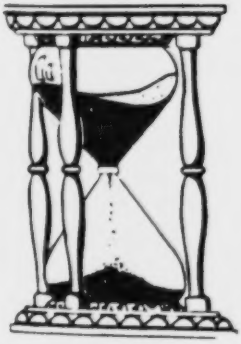
I. Have students describe the settings of stories through short examples.

J. Have students create a collage representing setting.

K. Have students identify the setting in selected readings and have them explain the importance to the setting of the literary work.

L. Define theme.

M. Explain the two types of themes.



I. Example

The steam from the kettle had condensed on the cold window and was running down the glass in tear-like trickles. Outside in the orchard the man from the smudge company was refilling the pots with oil. The greasy smell from last night's burning was still in the air. Mr. Delahanty gazed out at the bleak darkening orange grove . . .

from "Sixteen"
Jessamyn West

Questions: Is there an indication of time? Place?
What is the mood?

L. Theme - the main idea or attitude toward life expressed in a story.

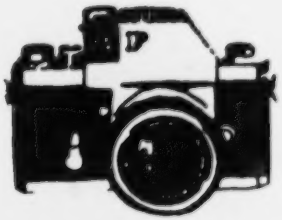
M. Themes

Stated theme - author expresses the attitude toward life in the story.

Implied theme - attitude toward life is suggested through the overall effect of the story.

N. Explain ways to interpret theme.

O. Assign short exercises designed to interpret theme.



P. Have students interpret theme orally in selected readings.

Q. Have students discuss point of view, setting and theme in paragraph form for a particular literary work.

General Objective

2.0 To distinquish literary forms

N. Interpret theme by:

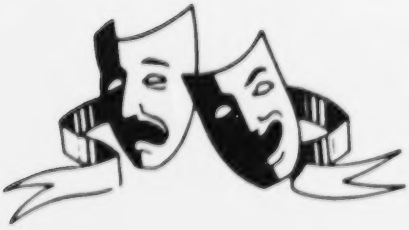
Studying the title.
Observing lessons learned by characters.
Reviewing ideas expressed by characters and narrator.

O. What themes are suggested by each of the following?

1. The title "No One Can Tell Me."
2. The lesson a boy learns when he wins a fight but loses his brother's respect.
3. The story ends with this dialogue.

"You know you missed the tryouts today."
"Big deal. I'll try out tomorrow."
"No more tryouts. They picked the entire cast today."

from James Russell and Cosmos F. Ferrara, The Fiction Notebook, p. 55.



Specific Objective

2.1 Identify autobiographies.

Suggested Teaching Procedure

A. Define autobiography and explain the difference between biography and autobiography.

B. Have students read different autobiographies.

C. Have students give an oral presentation of the autobiography using costumes if possible.

D. Assign selected readings from autobiographies found in anthologies.

E. Have students prepare a bulletin board of sketches and biographical data using the information they learned while reading the autobiography.

Teacher Notes

A. Autobiography - a story of a person's life written by himself. Autobiographical writings also include memoirs, diaries, journals and letters. A true autobiography reveals the story of a person's life with some emphasis on introspection. A famous example is Ben Franklin's autobiography.

Biography - a story of a person's life written by another person. It should offer a unified impression of the character, intellect and personality of the person along with being a reflection of the time period in which he lived.

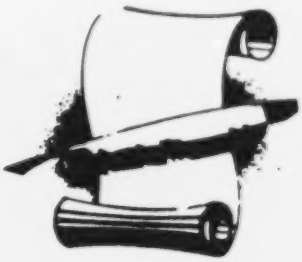
E. Have students prepare timeline charts outlining the major events in the character's life.

Specific Objective

2.2 Identify articles and essays.

Suggested Teaching Procedure

A. Define the structure and purpose of articles and essays.



B. Assign articles and essays to be read.

C. Choose one essay that you read and write a composition that answers this question: What is the writer's purpose, and how does he or she accomplish this purpose?

Teacher Notes

A. Article - type of prose that is impersonal and largely factual; any informative piece written for magazines or newspapers.

Essays - prose discussion on a restricted topic; they may be formal or informal, serious or humorous, long or short. They differ from articles in that they are far more opinionated.

An author might write an article explaining the dangers of cocaine use while another author might write an essay calling for capital punishment for cocaine dealers using the facts concerning its dangers as a basis for his argument.

B. "Halley's Comet" by Dan D'Amelio is a good example of an informational article. Ira E. Aaron, et al, Sun Spray, p. 103.

"A Planet in Danger" by Arthur S. Gregor is a good example of an essay. Ira E. Aaron, et al, Sun Spray, p. 517.

Specific Objective

2.3 To identify ballads and folktales

Suggested Teaching Procedures

A. Define ballad.

B. Ask students to recall popular songs that seem to fit this category.

C. Play recordings of ballads which were popular in the past ten years.

D. Read aloud a ballad to the class.

E. Have the students summarize the story line.

F. Explain why folk ballads seemed to be well liked.

G. Have students research for additional examples to share with the class.

H. Have students select the ballad out of a group of four poems.

I. Define folktale.

Teacher Notes

A. Ballads - poem stories that are handed down by word of mouth; they are usually sung. The form usually consists of four lines, rhyming *abcd* with the first and third lines carrying four accented syllables and the second and fourth carrying three.

from Thrall, Hibbard, Holman, A Handbook To Literature, p. 43.

D. "Lord Randal" Anonymous.

G. Other popular examples "Get Up and Bar the Door" Anonymous; "Annabel Lee", Edgar Allen Poe.

I. Folktale - a story rooted in the folklore and tradition of a country or culture. These stories reveal the customs of the common people who passed them on from generation to generation. They have a simple style and are filled with romance, suspense, supernatural events and adventure.

J. Explain the two types of folktales.

K. Have students list examples of folktales with which they are familiar.

L. Have students explain why some were favorites when they were young and perhaps why some frightened them.

M. Have students analyze folktales for possible themes.

N. Have students read examples of folktales in anthologies.

O. Have students write a fairy tale or a tall tale.

P. Have students select from a list of plot summaries those which would be appropriate for a folk tale.

J. Fairy tale - a highly imaginative story which is usually told to children. It frequently contains witches, monsters, or other supernatural beings.

Famous example "Sleeping Beauty"

Tall tale - story which exaggerates the actions of a local hero. The folk hero represents the best in mankind - honesty, love, great strength and intelligence along with a sense of humor.

Famous example John Henry

O. Fairy tale about:

A cat that controls the mind of his owner.

or

Tall tale about

A local football hero

General Objective

3.0 To recognize the use of language in literature

Specific Objective

3.1 Identify sensory words.

Suggested Teaching Procedures

A. Define sensory words.

B. Give examples.

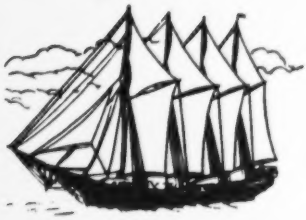
C. Have students give examples for situations as visiting Kings Dominion, the boardwalk at the beach or the State Fair.

D. Read a poem to the class.

E. Explain how the use of sensory images gives meaning to the poem.

F. Assign a poem for the class to read.

G. Have the students point out the imagery used and its effectiveness.



Teacher Notes

A. Sensory words - those words which create images by appealing to the senses.

B. Sight - A wave splashing against rocks.
Sound - A fog horn in the distance.
Taste - Sea salt after a dip in the ocean.
Smell - Overpowering odor of fish being unloaded from the fishing craft.
Touch - Sand between my toes.

H. Read aloud a passage from a novel or short story which makes use of description.

I. Ask the students to recall the images they heard.

J. Have the students read another passage pointing out the images.

K. Write a paragraph for the class which lacks description.

L. Write a paragraph on the same topic which makes use of many sensory words.

M. Have the students compare and contrast the two paragraphs.

N. Have the students write a descriptive paragraph which appeals to all the senses.

O. Have students write examples of Haiku.

P. Point out the nature imagery in each line of the example.

Q. Point out the absence of unnecessary words.

R. Display a large nature poster or slide and have students name specific images that they might use.

H. In appearance he was no less striking than in nomenclature. He was slender with the droop of the student in his thin shoulders and the pallor of a close sedentary life on his clean-shaven face. His eyes wore a perpetual, forbidding squint - the squint of a man who studies little things - and when they could be seen at all through his thick spectacles, were mere slits of watery blue. But above his eyes was his most striking feature.

From - "The Problem of Cell 13" by Jacques Futrelle.

O. Haiku - a short poem based on a single image. It has three lines with 17 syllables arranged 5, 7, 5. This Japanese form of poetry includes nature and refers to the seasons.

S. Have students write examples of Haiku.

T. Have students share their efforts and point out especially vivid images and concise phrasing.

U. Assign a paragraph or poem and have the students underline the sensory images.

Specific Objective

3.2 Explain the effects of dialect.

Suggested Teaching Procedures

A. Define dialect.

Teacher Notes

A. Dialect - spoken language peculiar to a given region, community, social group, or occupational group "In the United States three broad dialectal areas are generally recognized. These are: New England and eastern New York, the speech of which is usually called "Eastern", the area south of Pennsylvania and the Ohio River, extending westward beyond the Mississippi River into Texas, and the speech called "Southern" which includes the broad area from New Jersey on the Atlantic coast through Pennsylvania and Western New York into the Middle West and Southwest and then over all the Pacific Coast. Dialectal differences in America are matters of vocabulary, grammatic habit, and of pronunciation."

from Thrall, Hibbard, Holmes, A Handbook to Literature, p. 139.

B. Ask students to recall examples of differing speech patterns that they may have heard from relatives, in traveling or in the media.

C. Ask students why they think that people who all speak English would develop a special speech according to a location.

D. Using the Amish as an example, explain why dialects form.

E. Explain that writers use dialect to make their characters seem real and often humorous.

F. Explain that the reader can gain insight into the character through his speech.

G. Distribute a literary selection which contains dialect and have the class read it aloud.

H. Explain how the writer must drop letters, misspell words and often run words together in order for the dialogue to sound accurate.

F. Dialect can reveal:

The area where a person is from
His level of educational background
His religion
His culture
Personality traits

G. "Well, thish-yer smiley had nat terriers, and chicken cocks, and tomcats and all them kind of things, till you couldn't rest, and you couldn't fletch nothing for him to bet on but he'd match you. He ketched a frog one day, and took him home, and said he calk'lated to edercate him; and so he never done nothing for three months but set in his backyard and learn that frog to jump. And you bet he did learn him too . . .

from Mark Twain, "The Celebrated Jumping Frog of Calaveras County."

I. Have the students identify misspelled words and other irregularities in speech.

J. Have the students answer prepared questions concerning the effects of the use of dialect.

K. Have students write a descriptive passage of what they think the speaker might look like.

L. Have the students rewrite the passage in formal English and observe what is lost in the translation.

M. Have students read entire works which include dialect and have them evaluate the effectiveness of its use.

General Objective

4.0 To interpret meaning

Specific Objective

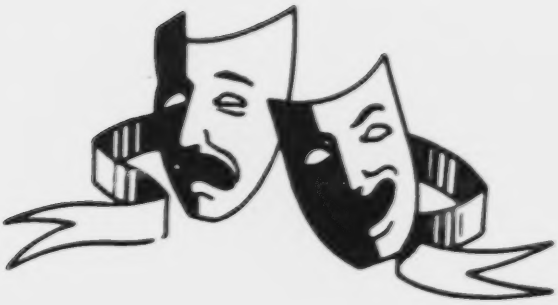
4.1 Share responses to a literary work.

Suggested Teaching Procedures

A. Explain that the appreciation of literature is reflected in the reader's interpretation. Readers may interpret what they read differently, based upon their personal experiences in life, the amount of reading they have done, and their educational background.

J. Questions for example of dialect:

What can you infer about the speaker's level of education?
Where do you think the speaker is from?
What is the tone of passage (humorous, serious, annoyed?)
What can you infer about the speaker's personality?



B. Explain that literary critics may offer in depth analyses into the elements of the literary work, but the true value of the piece lies in the reader's reaction and interpretation.

C. Explain that by sharing our responses to literature we gain additional insight into the work, but we also learn more about our classmates and ourselves since literature is a reflection of mankind.

D. Assign a poem or other literary selection for the class to read.

Teacher Notes

D. Example of a poem to be interpreted:

A Poison Tree

I was angry with my friend
I told my friend, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

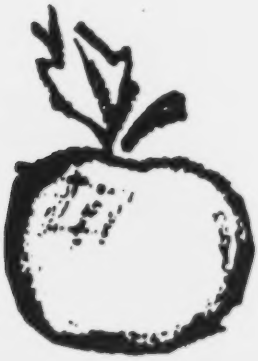
And I water'd it in fears;
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole
When the night had veil'd the pole:
In the morning glad I see
My foe outstretch'd beneath the tree.

William Blake

E. Assign interpretative questions to be answered.



F. Conduct a class discussion in order to share responses.

Specific Objective

4.2 Create extensions to a literary work.

Suggested Teaching Procedures

A. Have the class read and analyze a play for setting, theme, characterization and point of view.

B. Instruct the class on the methods of writing dialogue, if necessary.

E. Possible questions:

What happened to the speaker's wrath when he admitted it to a friend?

What happened to his wrath when he didn't tell his enemy?

How did he keep his anger from his enemy?

What did they turn into?

What did the enemy do and what happened to him?

What might the apple, the tree, the garden and the dead foe symbolize?

What is the poet telling us about life and our relationships with people?

Teacher Notes

A. A good play to read is Twelve Angry Men by Reginald Rose, stage version by Sherman L. Sergel.

C. Have the class write an additional scene or act to the play adding new characters if necessary and creating a new conflict.

or

D. Give the class an incomplete version of a drama or short story to read.

E. Have the class complete the work.

F. Distribute copies of the original ending and have students compare the versions.

Specific Objectives

4.3 Read orally using appropriate intonation and inflection to indicate interpretation.

Suggested Teaching Procedures

A. Get an example of appropriate vocal dynamics and one of inappropriate dynamics. Then have students analyze what was good/bad about each.

E. "The Adventure of the Speckled Band" based on the short story by Sir Arthur Conan Doyle (adapted by Lewis Parker) would make a good choice for an extension.

Teacher Notes

A. Aspects to be considered for vocal dynamics

Pace (fast or slow) (f.s.)

Snakes slipped through shoreline grasses (f)
While rhinoceri rolled in the mud (s)

Volume (loud or soft) ( )

Cannons were booming ( )
While forest leaves fluttered ( )

B. Explain the four aspects of vocal dynamics with examples.

C. Divide the class into groups of approximately five students.

D. Assign the same poem to each group for oral interpretation.

E. Have each group determine the vocal dynamics they will use by using appropriate abbreviations.

F. Allow time for practice.

G. Have each group present the poem and tape the presentation.

H. Replay the readings to compare interpretations.

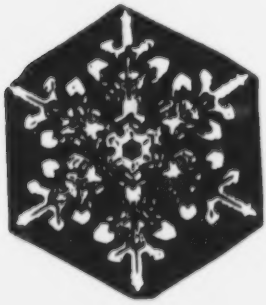
I. Assign individual poems or have students select a poem for oral interpretation.

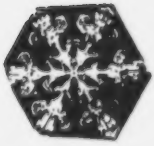
Pitch (high or low)
Silvery snowflakes sparkled
On the frozen black pond

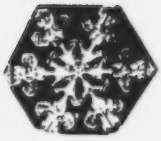
Pause (a moment of silence) (11)

His glazed eyes stared, (11)
His breathing stopped

from Mary Cunningham, Participating in The Poem, p. 252.







General Objective

5.0 To explore the varied interrelationship of literature, society and the individual

Specific Objective

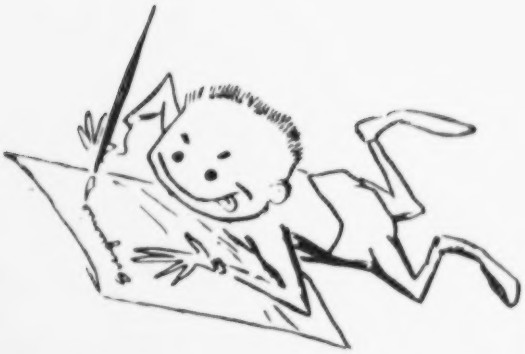
5.1 Analyze themes in literature (environment, violence, competition, honesty, courage and truth).

Suggested Teaching Procedures

A. Select literature which reflects the above themes.

B. Have the students read the selection and formulate interpretations of the theme. (Some selections may illustrate several themes.)

C. Have the class share their interpretations with their classmates.



Teacher Notes

A. "On The Sidewalk Bleeding" Eva Hunter (Violence is only one of many themes in this short story. Possible interpretation of the theme using violence as the basis.)

B. People sometimes commit violent acts against others not because of who they are but what they stand for. Andy was attacked because he was wearing a jacket with the name of the gang Royals. His attacker had nothing against him personally.

People react differently to acts of violence. Some almost ignore it pretending that it doesn't exist or that it won't happen to them. They have become numb to violence as a result of overexposure to it in movies and TV. Other people run from it, fearing they will become involved. (Study the actions of the drunk, the young couple, the old lady and the cop.)

D. Have the class determine how true to life the literary theme is by comparing what they have experienced or what they have read in the paper to what happened in the story.

E. Have the students write a paragraph explaining why the story is a reflection of life and what an individual might learn from the story to benefit his own role in society.

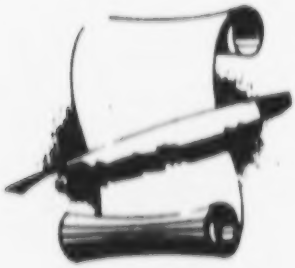
Specific Objective

5.2 Determine how literature may reflect man's concern for fellow man.

Suggested Teaching Procedures

A. Select a piece of literature which demonstrates various examples of how man shows his concern for his fellow man.

B. Have students list specific actions or dialogues of characters to determine how they demonstrate their concern for others.



Teacher Notes

A. "On the Sidewalk Bleeding" by Eva Hunter is an excellent choice to study the way people show or do not show concern for one another.

B. Various reactions of characters

The drunk cannot view others realistically because he is escaping his responsibility toward others by drinking. He jokingly shows concern, but it is a false concern because he can't really help anyone. He talks to Andy, but can't or doesn't listen to him.

The young couple fear for themselves. Freddie says, "I don't know. I don't want to get mixed up in this."

The old lady might have helped Andy if she hadn't been so deaf or so preoccupied with her own survival.

The cop couldn't save Andy, but he didn't care about who he really was either.

Laura, the only person close to him, suffers from his death.

Story from: Sheryl Hinman, Tools of Fiction, Lesson 25.

C. Have students compare the actions of characters to the actions of people they know or have read about in the newspaper.

D. In the form of oral discussion or a written assignment, have students determine the traits which are admirable and those which are not.

Specific Objective

5.3 Identify self with literary character.

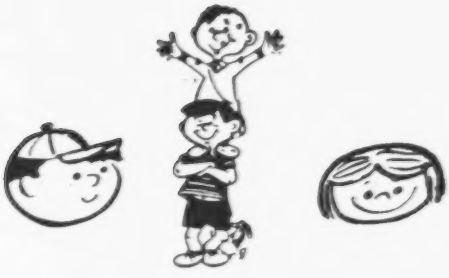
Suggested Teaching Procedures

A. Select a literary piece which has characters with whom the students can identify.

B. Ask the students to "put themselves in the shoes of the character" by prefacing questions with what would you do if . . . or what would you have done if . . .

C. Encourage honesty and have students share their responses.

D. Have students write personal profiles using the ideas gained from the story.



Teacher Notes

A. "On The Sidewalk Bleeding" by Eva Hunter serves this purpose.

B. Possible questions:

Do you belong to a special group or gang?
Why do you feel accepted by this group or if you don't belong to a group, why not?
What do you do to include or exclude people from your gang, group or clique?
What are the steps a person follows in order to become a member of a group or clique?
How would you react if you saw a person injured?
What if that person was an enemy?

D. Ways to start personal profile:

I am most like (name or character) or I am unlike (name of the character) or I would like to be like (name of the character) because . . .

E. STUDY SKILLS (Grades 7-8)

General Objective

1.0 To locate information

Specific Objectives

1.1 Locate given topic/book using Dewey Decimal System.

Suggested Teaching Procedures

A. Discuss the organization of the library.

B. Instruct students on the use of card catalogue.

C. Provide students with examples of title cards, author cards, and subject cards.

D. Discuss the information contained on the above listed cards.

E. Discuss the Dewey Decimal System and provide students with a copy of it.

Teacher Notes

A. Make sure to take students to the library to discuss its organization. They need to be shown where reference books and materials are kept.

E. Dewey Decimal System

Numbers	Subjects
000-099	General works (reference books)
100-199	Philosophy
200-299	Religion
300-399	Social Sciences
400-499	Language
500-599	Science
600-699	Technology
700-799	The Arts
800-899	Literature
900-999	History and Geography

Note: Make sure to explain the kinds of books found in each number group.

F. Provide students with a list of items and have them identify whether they would look under title, author, or subject card.

G. Correct and discuss responses in class.

H. Provide students with a list of book titles and have them identify where each would appear in the Dewey Decimal System.

I. Correct and discuss responses in class.

J. Provide a list of subjects for which students must go to the card catalogue and locate specific information.

Specific Objective

1.2 Use subheadings and cross-references to locate specific information.

Suggested Teaching Procedures

A. Discuss the use of subheadings and cross-references with the class.

B. Provide students with a list of specific questions which they must answer.

C. Take students to the library to locate information.

Specific Objective

1.3 Use a dictionary to find meanings of compound words (open, closed, hyphenated), common idioms, and word origins.

F. Examples

1. A book about athletics.
2. A book about schools in Japan.
3. A book of plays.
4. A book by Helen Keller.

J. Make sure to compile your list accurately. Make sure your library contains the information you send your students to find.

Teacher Notes

A. Use a sample encyclopedia article. Show students the list of cross-references at the end of the article. Discuss with students the purpose of cross-referencing.

B. Make sure your questions force students to use cross-references.

Suggested Teaching Procedures

A. Discuss the information a dictionary provides for each entry.

B. Provide a sample entry (on transparency or xeroxed) for the students to examine during the discussion.

C. Provide a second sample entry for the students to use in answering questions about the entry word.

D. Correct responses and discuss them in class.

E. Give students a list of questions for them to answer using the dictionary; emphasize those items listed in 1.3.

F. Correct and discuss responses in class.

Specific Objective

1.4 Identify and use specialized sections of available dictionaries.

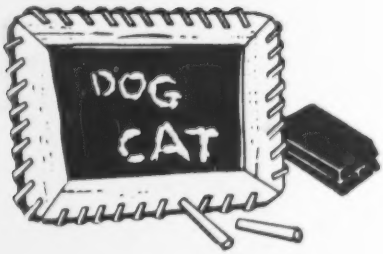
Suggested Teaching Procedures

A. Gather and distribute to students copies of several different dictionaries.

B. Ask students what they find in the dictionaries other than word entries.

C. Make a list of student responses on the board.

Teacher Notes



F. Sample questions

1. Does the word have an alternate spelling?

2. Does the word (fill in) have a meaning which is no longer used?

3. What part of speech is (fill in)?

A. The instruction depends on the types and characteristics of the available dictionaries.

D. Ask students if they can tell for what purpose each section might be used.

E. Give students a list of specific questions to answer using the specialized sections of their dictionaries.

F. Correct and discuss responses in class.

Specific Objectives

1.5 Use a thesaurus.

Suggested Teaching Procedures

A. Define thesaurus and discuss its uses.

B. Instruct students on how to use a thesaurus.

C. Provide students with a list of words for which they look up synonyms and antonyms.

D. Correct and discuss the various shades of meanings words have.

E. Give the students a group of sentences containing underlined words. Have students find words closest in meanings to the words underlined.

E. Know the contents of available dictionaries and create specific questions accordingly.

Teacher Notes

A. This is a good time to instruct or review levels of language and cross-referencing.

B. Provide students with an excerpt from a thesaurus to assist in instruction. Ask students specific questions which they can answer using their excerpt.

Examples

1. What are the synonyms of the entry word?

2. Is there a slang synonym for the word? If so, what is it?

F. Correct and discuss responses in class

G. Have students use a thesaursas to rewrite a poem

H. Have students write five sentences about school. Then have have students trade sentences. Using a thesaurus have students improve the sentences by finding and adding synonyms to the sentences. They are to change at least one word in each sentence.

Specific Objective

1.6 Use Reader's Guide to Periodical Literature to locate a given topic and/or title and date of a magazine entry

Suggested Teaching Procedures

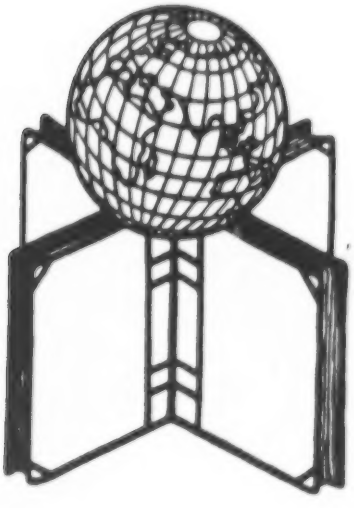
A. Define periodical literature and discuss what kinds of writing can be located in the Reader's Guide to Periodical Literature.

B. Have students tell what kinds of information could be found there that might not be found in encyclopedias.

C. Provide students with a sample entry from the Reader's Guide.

D. Discuss what the parts of the entry refer to.

E. Instruct students on how to use the abbreviations.



Teacher Notes

C. Copy an excerpt from the Reader's Guide to distribute to students.

F. Provide students with an excerpt from the Reader's Guide and have students answer specific questions to give them practice in using the Reader's Guide.

G. Correct and discuss responses in class.

Specific Objective

1.7 Derive information from an interview.

Suggested Teaching Procedures

A. Provide students with a list of directions for interviewing.

Sample Questions

1. In what month was (title of article) published?
2. Is the article illustrated?
3. How many pages are there in the article?
4. Who wrote (name of article)?
5. What are the volume and pages of the (number i.e., second entry?)

Teacher Notes

Example of interview instructions:

Steps in Interviewing

Before the interview

A. Select an appropriate person.
B. Schedule an appointment at that person's convenience.
C. Have prepared questions to ask.

II. During the Interview

A. State your purpose.
B. Be polite and listen carefully.
C. Take notes.
D. Thank the person for allowing you to interview him or her.

B. Invite someone to class and demonstrate an interview.

C. Guide the students through a discussion analyzing the interview they saw.

D. Provide students with a list of questions that they will rewrite and improve to gain specific information.

E. Correct and discuss student responses.

F. Provide students with a list of six to eight names. Have each student select two of the people listed and write six questions they might ask each person in an interview.

G. Have students think of three people they would like to interview and write six questions they could ask each person.

H. Have students select one of the people above to interview.

I. Have students write a report based on their interview.

General Objective

2.0 To organize information.

III. After the Interview

A. Check your notes and fill in any details.
B. Write your report promptly.

D. These questions should be those which only require yes or no answers. The students will rewrite them to encourage longer responses. Example: Do you like your work? Becomes What do you like most about your work?

F. Examples:
1. The president
2. A famous movie star
3. A famous athlete

Specific Objective

2.1 Recognize topics too broad or too narrow for a report of a given length.

Suggested Teaching Procedures

A. Discuss how to select a topic.

B. Discuss and demonstrate how to narrow a topic.

C. Give the students a list of ten topics to narrow.

D. Correct and discuss in class.

E. Provide a list of writing topics. Have students identify which topics are too broad, too narrow or adequate for a paragraph.

F. Provide a list of topics for students to identify which topics are too broad, too narrow or adequate for the length of a short essay.

Specific Objectives

2.2 Take notes from reference/media materials by paraphrasing information.

C. Examples

1. food
2. clothing
3. school
4. parents
5. athletics

Note: Refer to 2.1 under the Writing Section.

Suggested Teaching Procedures

A. Define paraphrasing and demonstrate with an example.

B. Give students copies of several short paragraphs. Have the students read the paragraphs, underline the important information and write the information in their own words.

C. Correct and discuss in class.

A. Definition

Paraphrasing is expressing in your own words ideas you have read or heard.

Examples

To use in introduction; first identify the information you want to record in your notes. In the following paragraph, the information is underlined.

Since the year 1883 when it was built, the Brooklyn Bridge has been a symbol of human achievement. It represents the highest technological achievement of its time. It was an engineering marvel, as daring as this century's space shots.

Paraphrased

The Brooklyn Bridge was a great engineering feat. It was an impressive an achievement in its day as space flights are in our time.

Betty G. Gray et al. Silver Burdett English, p. 502

General Objective

3.0 To interpret information

Specific Objectives

3.1 Differentiate between fact and opinion.

Suggested Teaching Procedure

A. Discuss the importance of differentiating between fact and opinion.

B. Define fact and opinion.

C. Provide students with several examples of statements Ask students to identify facts and opinions explaining their choices.

D. Give students a list of statements for them to label either as fact or opinion.

E. Correct exercise and discuss in class.

B. A fact is a piece of information which is indisputable and can be proven.

An opinion is a person's thoughts or beliefs.

C. Examples

1. My friends are hard workers.
2. Math is a difficult subject.
3. The club held its initiation ceremony last night.
4. Bob Adams is president of the club.
5. Bob is a good president.

F. Xerox several commercial ads from magazines and/or newspapers for the students to read and examine. Have students identify the facts in each advertisement.

G. Discuss the above findings.

H. Have students make collages of advertising techniques. Assign a topic, i.e. exaggeration, and have a student collect examples to fit the category. Have the student explain his examples.

Specific Objective

3.2 Identify propaganda techniques.

Suggested Teaching Procedures

A. Define propaganda.

B. Ask students if they can think of times they have been subjected to propaganda techniques.

C. Ask students if they can tell you what use propaganda techniques might be to magazines, newspapers, radio, television, or other media which might want to influence people's judgement.

D. Discuss some propaganda terms providing examples of each.

A. Propaganda is a systematic or planned effort to spread opinions or beliefs.

D. Examples of propaganda

1. Bandwagon - the idea is everybody's doing it so you ought to join the crowd.
2. Glittering generality - is a statement that uses a few cases to conclude that something (or idea) fits <u>all</u> cases.
3. Name-calling (mud-slinging) is an attempt to weaken a person's ideas by attacking him or her personally.

E. Assign students the task of finding three examples of above propaganda techniques. Have them watch commercials and check newspapers and magazines. Tell them to write down what they hear or read and bring the examples to class.

F. Discuss student findings the following day.

G. Provide a list of statements and have students identify the propaganda techniques used in each statement.

H. Correct and discuss student responses.

General Objective

4.0 To prepare for and take tests

Specific Objectives

4.1 Compose paragraph responses for essay questions.

Suggested Teaching Procedures

A. Provide students with a list of vocabulary used in essay questions (i.e. compare, contrast, explain, discuss) and discuss the meanings of the words.

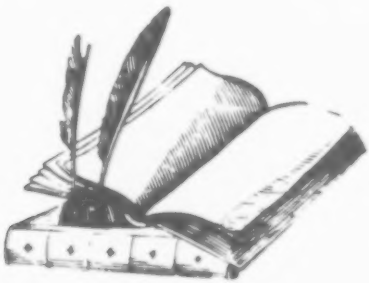
4. Inappropriate authority is frequently used in advertising. Companies frequently select athletes or movie stars to represent their products and to tell the public how good these products are. In actuality, "the authority" may not even use the product, but his or her endorsement helps to sell it.
5. Snob appeal aims at people who like to think they are better than others.
6. Plain folks is the opposite of snob appeal. It seeks to convince by containing phrases like the following: "Just like you, I was born and raised in ... and I think ..."

B. Using a literary work with which the class is familiar, demonstrate the kinds of essay questions which might be asked.

C. Discuss the possible responses to above questions.

D. Ask students what kinds of essay questions they have to respond to in other classes. If needed, give students practice in answering an essay question developed from the content of their social studies and science classes.

E. Instruct students in a procedure for answering essay questions.



F. Provide frequent practice in answering essay questions while teaching literature.

E.

1. Students should read the question thoroughly.
2. Write down some details they want to include in their answer.
3. Organize the details.
4. Write the answer to the questions.
5. Reread the question to be certain they have everything the question asks for.
6. Read the answer and check spelling, punctuation, and mechanical errors.

"END OF DISCUSSION"